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ABSTRACT

This manual is designed to enable students in intermediate and junior high schools to select an appropriate high school. Topics covered include: (1) the vocabulary of high schools; (2) selecting a course of study; (3) self assessment; (4) setting goals; (5) general preparatory information; (6) applications for jobs and for high school on zoned schools and optional programs. (APM)

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So You're Going to High School

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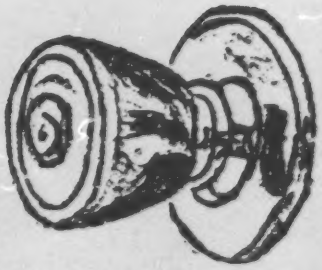

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DIVISION OF CURRICULUM AND INSTRUCTION

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TO THE COUNSELOR–TEACHER TEAMS

These lessons which were tested, evaluated and modified by your colleagues, have been prepared for students in the intermediate and junior high schools. Since they were designed to provoke discussion, each lesson may be used for more than one period. Also they may be revised to meet special needs. Our purpose in presenting this material is to gain the combined expertise of the guidance counselor and the subject area teacher in helping students to choose the high schools most appropriate for attaining their goals.

The groundwork of skills required to make such a decision cannot be assigned to a single grade or subject area. Decision making and problem solving are basic to the learning process and are intertwined in all of the curriculum areas. The themes are generally sequential. However, teachers may wish to vary their order. For example, the lesson exercises from the Self-Assessment section could be used as a beginning point. The exercises in the Getting Ready for High School section are intended for use as orientation after students know the high school they will be attending.

We hope that, with the help of these resources, counselor-teacher teams will inform students of the options available to them; will help them understand themselves in relation to these options; will provide them with an appreciation of the relationship between school and career choice; and will guide them in making responsible decisions which will allow for their growth, achievement and satisfaction.

TO THE STUDENT

Using the Directory of Public High Schools

Having enough facts, and the appropriate facts, are important in making a good decision. With the correct information, it will be much easier for you to make the choice that is right for you.

When you are going to choose a high school, one of the best sources of information is *The Directory of Public High Schools.* From the Directory you can acquire information about the different types of high schools and the variety of courses offered in New York City high schools. Based on your interests and abilities and your career plans, you will be equipped to make decisions which are in your best interests.

In your investigation you will find that every high school will offer you the opportunity to acquire a basic education and courses which suit your special interests, whether it be college entrance, post-secondary school training or job entry.

The *Directory of Public High Schools* is your primary source of information on the course offerings, location, and the admission requirements of every New York City high school. Visits to schools, interviews with alumni, and consultations with your counselor will supplement findings in the Directory.

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Topic PREPARING FOR HIGH SCHOOL

Theme THE VOCABULARY OF HIGH SCHOOLS

Aim To learn key words in the ***Directory of Public High Schools***

Suggested Activities **For each word or term listed below, write a short definition.**

1. academic
2. administration
3. advanced placement
4. aesthetic arts
5. After-school Occupational Skills Program
6. Arista
7. BCT
8. bilingual
9. City-As-School
10. College Bound Program
11. communication arts
12. comprehensive
13. computer programming
14. computer science
15. Coop Program
16. cosmetology
17. credit
18. cycle
19. dietetics
20. diploma
21. distributive education
22. educational options
23. elective courses
24. entrance examinations
25. entrance requirements
26. Executive Internship Program
27. G.E.D. Program
28. graphics
29. Homework Helper Program
30. Honor Programs
31. horticulture
32. Independent Study Program
33. mainstream
34. millinery
35. mini-school
36. overlapping sessions
37. practical arts
38. portfolio
39. program card
40. PSAT
41. RCT
42. required course
43. SAT
44. Shared Instruction Program
45. SPARK
46. stenography
47. technical courses
48. variance
49. vocational courses
50. zoned high school

N.B. These terms can be taught in smaller segments, as appropriate. Additional terminology from the *Directory of Public High Schools* can be added as needed.

Topic SELECTING A HIGH SCHOOL

Theme FINDING OUT FACTS ABOUT HIGH SCHOOLS

Aim To understand the need and techniques for gathering information before making decisions.

Suggested Activities

People to Talk To

_____

_____

_____

_____

Things To Think About

_____

_____

_____

_____

Things to Read

_____

_____

_____

_____

Things To Do

_____

_____

_____

_____

Outcomes

1. Students will develop procedures to obtain useful information for decision making.

2. Communications Skills will be put to effective use.

Topic SELECTING A HIGH SCHOOL

Theme INDIVIDUAL CONSIDERATIONS IN CHOOSING A HIGH SCHOOL

Aim To identify what ***YOU*** must think about in choosing a high school.

Examples: Interest; abilities; career goals; travel time to and from school; the length of the school day.

Suggested Activities

Looking through the High School Directory, identify three schools in your borough which appeal to you and *which you are eligible to attend.*

What course offerings do they have in common?

On a map of your borough, identify the location of your home. Then identify the location of these schools.

Using a subway map, determine the transportation you would use to get to each of these schools. Which will require bus and or subway changes?

Which of the special programs offered in each of these schools is of most interest to you? Which would be of most interest to your friends?

Outcomes

All high schools offer the same basic academic subjects.

Special programs to meet special needs and interests are available in all high schools.

Special skills are required for special schools, *e.g.,* Art and Design, Stuyvesant, etc.

Topic SELECTING A HIGH SCHOOL

Theme ALL HIGH SCHOOL PROGRAMS REQUIRE BASIC ACADEMIC COURSES

Aim To learn that, regardless of the course of study selected, certain academic courses are required. (See requirements for a High School Diploma in the ***Directory of Public High Schools***.)

Suggested Activities

Find the graduation requirements in the High School Directory. Then complete the following:

1. How many credits must every student complete in Required Subject Areas in order to graduate?
2. Identify specific courses which would meet graduation requirements in shop, business, or hands-on experiences.
3. Identify the academic courses you must complete.
4. Identify specific courses which could be used as an area of concentration.

Outcomes

Students will identify specific courses which meet graduation requirements for basic required subjects and area of concentration.

Topic SELECTING A HIGH SCHOOL

Theme A HIGH SCHOOL EDUCATION PREPARES YOU FOR CAREERS

Aim To learn how to study and compare the offerings of various high schools.

Major Points:

1. Certain courses are taught at all high schools
2. Some schools specialize in or stress a certain academic and/or career area.

Suggested Activities

Read the following descriptions and use them for doing the exercises.

1. *Appliance Repair Technology* — This program will train you to service and repair common household appliances (such as refrigerators, dishwashers, washing machines).
2. *Architectural Drafting and Building Construction* — This program will teach you how to make, design, and read blueprints which are needed on construction jobs.
3. *Art and Design* — This program includes many different areas. Some of these are: 1) architecture (designing buildings, houses, and stores), 2) interior design (designing inside of buildings and what furniture will go on the inside), 3) cartooning and animation (all about drawing cartoons), 4) costume design (designing clothes), 5) motion pictures and video production (all the things that go on behind the camera), 6) photography, 7) sculpture, etc.
4. *Automatic Business Machines Repair* — This program will train you to repair and service all machines commonly found in offices (such as adding machines, calculators, xerox machines).
5. *Automotive Mechanics* — This program will teach you about all aspects of car repair and maintenance. It includes training in car air-conditioning, transmission, electrical systems, tune-up.
6. *Aviation Mechanics* — This program will train you to repair and service planes. IT WILL NOT TRAIN YOU TO BE A PILOT OR STEWARDESS.
7. *Business Education* — This program will begin your training for a career in business. Some of the subjects included are bookkeeping, selling, office machine operation, record-keeping, clerical skills, stenography (shorthand), typing, and secretarial studies.
8. *Climate Control* — This program will train you to install and repair many kinds of heating and air-conditioning equipment.
9. *Clock and Watch Repair* — This program trains you to clean and repair timepieces.
10. *Commercial Photography* — This program will train you to take pictures (of models and products) for catalogues and advertisements. You will also be trained to develop and enlarge photographs.
11. *Computer Maintenance and Repair* — This program will train you to repair computers and keep them in good operating condition.

12. *Cosmetology* — This program will train you in all aspects of cosmetic usage, including make-up, creams, perfumes.

13. *Hairdressing* — This program will train you to be a beautician in a beauty parlor or hair styling establishment.

14. *Electrical Installation and Practice* — This program will train you to be an electrician. You will learn how to work with electricity, do wiring, and install electrical fixtures.

15. *Fashion Industries* — This program will train you in many of the following areas: fur design and manufacture, sewing machine operation, interior decoration, men's and ladies' clothing design, store window arranging to improve fashion sales, pattern making for clothes, fashion photography.

16. *Food Trades* — This program includes baking, catering (providing food and service for large parties), and cooking.

17. *Health Careers* — This program will begin your training in the following areas: dental laboratory technician (assist dentists, take x-rays and develop them, work in a dental laboratory), medical office assistant (assist doctors in their offices), practical nursing (be a nurse in a hospital or a private home and prepares you for more advanced nursing work).

18. *Law* — This program will give you a basic background in law and will help you determine if you would like a career as a lawyer.

19. *Medicine* — This program has a special science focus to begin your premedical training if you want to become a doctor.

20. *Music* — This program prepares you for performance in vocal music, band, and orchestra.

21. *Printing* — This program will prepare you for a position in the printing industry. The program includes bookbinding (putting books together), book and job makeup (planning exactly how the pages will look), camera work (how to put photographs in books and other publication), journalism (how to write articles and stories for publication), and offset (how to prepare printing machines).

22. *Radio and Television Repair* — This program will teach you how radios and television sets operate and the skills needed to repair them.

23. *Woodworking* — This program includes cabinetmaking, carpentry, and wood finishing. It will train you to build furniture and other wood products.

Exercises:

Choose three of the above which are of interest to you. Explain why you chose these.

Choose three of the above which *do not* interest you. Explain your choices.

At what specialized school are the programs you chose taught?

Are there similar programs in your zoned high school?

Which of these courses are available in your zoned high school?

If your zoned high school did not offer the course you selected, in what program can you enroll while remaining in your zoned high school?

Topic SELECTING A HIGH SCHOOL COURSE OF STUDY

Theme FINDING OUT FACTS ABOUT A PARTICULAR HIGH SCHOOL

Aim To compare the specialized and vocational-technical high schools with the local academic-comprehensive high schools.

Suggested Activities

In New York City there are certain schools known as the specialized and vocational-technical high schools. They offer advanced programs in mathematics and science, the performing arts, the fine arts or trade and technical subjects such as auto mechanics and cosmetology. These schools are designed for students who have special talent and ability in a particular field, or for those who have made a decision as to the career they will pursue after high school graduation.

There are three science high schools (Stuyvesant, Bronx High School of Science, and Brooklyn Technical High School). There are three performance high schools (Fiorello LaGuardia High School – Music and Arts Division and Performing Arts Division, High School of Art and Design, and High School of Fashion Industries. All six schools require an entrance examination or audition. There are also special courses in vocational technical high schools which require entrance examinations.

The High School Directory also lists various educational option schools and special courses which require only application and not an entrance examination.

There is a place for every New York City student either in his/her zoned neighborhood school or borough-wide school, but not every student will be given his or her first choice.

1. List three special courses in which you are interested. In which of the schools in the Directory are these courses offered?

    a) Living where you do, are you eligible to attend the school of your choice?
    b) Will you have to take an examination to enter the school? If so, what type of examination is required?
    c) How would *you* travel to the school?
    d) How long will it take you to travel to the school each day?
    e) How much will carfare to the school cost you each day?
    f) What foreign languages could you study at the school?
    g) Read the page in the Directory describing your local academic-comprehensive high school. What courses or programs could you take at your zoned high school that are similar to those of the specialized high school in which you are interested?

2. Repeat this exercise with another course or school.

Topic SELECTING A HIGH SCHOOL COURSE OF STUDY

Theme OCCUPATION INTEREST LISTS CAN HELP IN CAREER PLANNING

Aim To understand that interests and abilities are related to special subject areas.

To recognize that many courses are needed to prepare people for jobs.

To identify those qualities which are necessary for success in school as well as on the job.

To identify the subjects in the High School Directory which are required for entry into a job which might interest you.

Suggested Activities

OCCUPATIONAL INTEREST LIST

Following are lists of occupations related to interest and ability in special subject areas. From among the occupations in each group, list up to three jobs which interest you.

1. List the duties and responsibilities of persons employed in the jobs you have identified.
2. What type of educational preparation is required for these jobs?

   (Use the High School Directory to answer questions 3, 4 and 5.)
3. What courses does your academic-comprehensive high school offer to help prepare you for this job? (Choose one of the jobs you have identified.)
4. Are there any *specialized* high schools which offer programs in these fields?
5. What other subjects offered in high school would help prepare a person to function effectively in such a position?
6. What additional training or education will you need, if any, after high school to qualify for this job? (See Follow-Up – Study Project)
7. At what type of location would a person be employed in these fields? (office, outdoors, etc.)
8. Would you most likely be involved in this work in urban or rural settings?
9. Does the job require working with other people, alone, or in large groups?
10. Name three qualities every employer seeks in his workers regardless of the occupation.

    1) _____ 2) _____ 3) _____

    Do you think these qualities are important for success in high school? Explain.

School subjects which are related to occupations:
Below each major area listed are occupations which depend on an understanding of that subject.

I. Mathematics

a) Engineer
b) Navigator
c) Statistician in Business
d) Chemist
e) Architect
f) Airplane Pilot
g) Head Physician
h) Forester
i) Economist
j) Commercial Draftsman
k) Optometrist
l) Accountant
m) Bookkeeper
n) Surveyor
o) Dental Technician
p) Broadcasting Technician
q) Cashier
r) Electrician
s) Plumber
t) Insurance Salesperson

II. Music

a) Music Librarian
b) Piano Technician
c) Composer
d) Organist or Pianist
e) Religious Education Director
f) Music Critic
g) Music Director
h) Choir Director
i) Teacher
j) Radio or T.V. Director
k) Actor
l) Comedian
m) Orchestra Leader
n) Popular Singer
o) Concert Singer
p) Dramatic Reader
q) Music Supervisor
r) Musician
s) Actress
t) Sales Clerk in Music Store

III. Physics

a) Draftsman
b) Architect
c) Navigator
d) Mining Engineer
e) Civil Engineer
f) Opthamologist
g) Pharmacist
h) Seismic Observer
i) Geologist
j) Lithographer
k) Photographer
l) Physical Chemist
m) Mechanic
n) Plumber
o) Pattern Maker
p) Teacher
q) Sheet Metal Worker
r) Radio – T.V. Repairman
s) Geneticist
t) Forester

IV. Social Studies

a) Editor
b) Literary Writer
c) Historian
d) Foreign Correspondent
e) Script Writer
f) Lawyer
g) Clinical Psychologist
h) Social Worker
i) Reporter
j) Genealogist
k) Political Scientist
l) Economist
m) Sociologist
n) Archeologist
o) Industrial Psychologist
p) Actuary
q) Personnel Manager
r) Director – Nursing Service
s) Public Relations Director
t) Teacher

V. Art

a) Artist
b) Architect
c) Sculptor
d) Cartoonist
e) Clothes Designer
f) Photographer
g) Painter
h) Interior Decorator
i) Mechanical Engineer
j) Construction Draftsman
k) Dentist
l) Dental Technician
m) Stage, T.V., Screen Designer
n) Window Trimmer
o) Carpenter
p) Cabinet Maker
q) Sign Painter
r) Watch Maker
s) Cosmetologist
t) Tailor

VI. Health and Physical Education

a) Professional Athlete
b) Model
c) Lifeguard
d) Umpire
e) Athletic Coach
f) Swimming Instructor
g) Teacher
h) Social Worker
i) Dental Technician
j) Speech Pathologist
k) Public Health Statistician
l) Dentist
m) Chiropractor
n) Virologist
o) Organic Chemist
p) Physical Therapist
q) Osteopath
r) Sanitary Engineer
s) Orthopedic Surgeon
t) Practical Nurse

VII. Home Economics

a) Home Economist
b) Nutritionist
c) Dietician
d) Research
e) Home Demonstrator
f) Social Service Worker
g) Interior Decorator
h) Dietary Consultant
i) Flight Steward
j) Milliner
k) Clothes Designer
l) Reporter
m) Technical Writer
n) Practical Nurse
o) Registered Nurse
p) Clothing Maker
q) Appliance Salesperson
r) Physical Therapist
s) Cook
t) Waiter

VIII. Foreign Language

a) Foreign Exchange Clerk
b) Travel Guide
c) Travel Agent
d) Historian
e) Essayist or Writer
f) Anthropologist
g) Music Teacher
h) Singer
i) Translator
j) Foreign Correspondent
k) Diplomat
l) FBI Agent
m) Customs Examiner
n) Missionary
o) Social Group Worker
p) Medical Assistant
q) Tutor
r) Receptionist
s) Export Clerk
t) Flight Steward

IX. General Shop and Industrial Arts

a) Painter
b) Aircraft Mechanic
c) Deisel Mechanic
d) Farmer
e) Wood Turner
f) Shop Teacher
g) Tool Designer
h) Draftsman
i) Auto Mechanic
j) Cabinet Maker
k) Carpenter
l) Plumber
m) Plant Operator
n) Blacksmith
o) Welder
p) Service Station Attendant
q) Machinist
r) Sheet Metal Worker
s) Electrician's Helper
t) Electrical Draftsman

X. Commercial and Distributive Education

a) Typist
b) Stenographer
c) Medical Secretary
d) CPA
e) Banker
f) Bank Cashier
g) Commercial Teacher
h) Bookkeeper
i) Advertising Manager
j) Credit Manager
k) Display Manager
l) Stock Clerk
m) Cashier Checker
n) File Clerk
o) Office Machine Operator
p) Broker
q) General Office Clerk
r) Legal Secretary
s) Advertising Copy Writer
t) Telephone Operator

XI. English

a) Lecturer
b) Teacher
c) Reporter
d) Author
e) Lyric or Song Writer
f) Judge
g) Lawyer
h) Typist
i) Interior Designer
j) Script Reader
k) Proofreader
l) Social Group Worker
m) Employment Manager
n) Personnel Manager
o) Salesperson
p) Auctioneer
q) Retail Manager
r) Poet
s) Vocational Counselor
t) Librarian

Topic SELECTING A HIGH SCHOOL COURSE OF STUDY

Theme APPLICATION OF OCCUPATION INTEREST LISTS

Aim To apply the aims of the previous lesson to a specific occupation.

Suggested Activities

Follow-Up — Study Project

1. If the job you have chosen requires further training, at what college or institution could you study for preparation in this field?
2. What courses would you have to study after high school?
3. Which high school courses would benefit you the most in college?
4. How many years will you be required to study after high school?
5. What special qualifications are required for the job you identified?
6. How can you find out more about this job and the others in which you are interested?

Topic SELECTING A HIGH SCHOOL COURSE OF STUDY

Theme JOB ENTRY REQUIREMENTS

Aim To understand the relationship between courses and careers.

Suggested Activities

Check off three occupations which interest you most. Looking through the High School Directory, identi the programs which will help prepare you for your occupational choices.

- Drafters
- Engineering and Science Technicians
- Automobile Body Repairers
- Dental Assistants
- Television and Radio
- Service Repairman
- Jewelers
- Operating Room Technicians
- Occupational Therapy Assistants
- Dancers
- Display Workers

If none of the above interest you, list three other occupations which you would select and answer the same questions.

Among those above, and those which you listed, which require a high school diploma?

How can you find out more about job requirements?

Outcomes

Research skills will be applied to the use of the High School Directory.

There will be an understanding of the relationship between course choices and careers.

There will be an understanding of the need for academic as well as vocational-technical courses in preparing for certain careers.

Topic SELECTING A HIGH SCHOOL COURSE OF STUDY

Theme SPECIAL PROGRAMS IN HIGH SCHOOLS

Aim To understand the special and unique programs offered in the zoned academic-comprehensive high schools.

Suggested Activities

Find the explanation of the Shared Instruction program. Look up Special Programs in the Index of the Directory and identify those special programs in which students described below may be interested.

John is 16 years old and wants to receive his high school diploma so that he may enter the army or get a good job upon graduation. Although he likes work better than school, John remembers how his older brother, who had dropped out, could not find a job until he returned to school and earned a diploma. John would like spending money to buy records. John is not really interested in any of the elective courses *offered at his school.*

What special programs might help John satisfy his need to work, earn money, and finish high school at the same time?

Use the High School Directory to see if this program is offered at your *zoned academic-comprehensive* high school.

How might John's participation in this program affect his choice of a career after high school?

What new interests might John develop through participating in this program?

Would you be interested in participating in such a program? Explain your answer.

Pat's and John's hobby is preparing food for parties given for their friends and parents' friends.

What special vocational-technical high school would offer Pat and John training in food and party preparation?

Are there courses in their zoned high school which would help them prepare for a career in food preparation? Could they take courses under the Shared Instruction Program?

How can you find out which colleges offer programs in food preparation and hotel management?

Melvin and Toni are twins who have just moved into the neighborhood and will attend their zoned academic-comprehensive *high school. They do not know many other children and would like something to do after school and on Saturdays. Both Melvin and Toni would like to learn a skill which will help them get a job.*

What program in the High Shcool Directory offers after-school and Saturday training Melvin and Toni are interested in?

What special skills can they acquire in their regular school programs which will *qualify* them for the following after-school or weekend jobs?

a) office helper
b) check-out at the supermarket
c) babysitter
d) newspaper delivery

Betty was very disappointed when she was not accepted into a vocational high school for beauty culture. Her boyfriend Max also felt bad when he was not accepted into a vocational school specializing in auto repair. They will attend their zoned high school but would really like to get the special training the vocational schools offer.

Can you think of a special program in which Betty and Max could receive training in beauty culture or auto repair while attending their zoned school?

Are there any special facts (time, travel, etc.) which Betty and Max should consider before signing up for the program?

FOLLOW–UP

1. If you are interested in a special program in the high schools, who are the people in your school who can help you learn more about it?

2. What resources outside of the school can you use to find out more about such programs?

3. How can you enroll in the Shared Instruction program at your zoned high school?

Topic SELECTING A HIGH SCHOOL

Theme SPECIFIC SKILLS ARE REQUIRED FOR JOB ENTRY

Aim To identify the subjects and programs in the zoned academic-comprehensive high school which will help you prepare for the career of your choice.

Suggested Activities

Occupation	Helpful Courses	Skills Taught
1. police work		
2. accountancy		
3. computer repairing		
4. computer programming		
5. teaching		
6. driving a truck		
7. electrical work		
8. auto repairing		
9. working as a beautician, hairdresser, barber		
10. carpentry		
11. secretarial work		
12. medicine		
13. nursing		
14. advertising		

How would the courses required for a diploma help in performing any of the jobs related to the occupations listed above?

Courses:

English _____

Social Studies _____

Science _____

Math _____

Other_____ _____

N.B. – Another list of occupations can be substituted.

Outcomes

An understanding of the opportunities offered in the zoned high school to achieve career goals

An understanding of the opportunities to change programs as career interests change

An understanding of the need to master all basic skills for entry into any career

Topic SELF–ASSESSMENT

Theme IDENTIFYING INTEREST AREAS

Aim To relate career interest areas with past experience.

Suggested Activities

INVENTORY OF INTERESTS

1. Study the following interest areas:

   Outdoor Activities – such as hiking, fishing, baseball, skating, gardening

   Manual Activities – such as working with tools, designing and making articles, sketching and painting, sewing and knitting, repairing articles, cooking

   Artistic Activities – such as writing, singing, playing an instrument, painting, sculpting and dancing

   Scientific Activities – such as solving problems, performing, experimenting, training animals, growing plants

   Social Activities – such as participating in youth groups, planning parties, working with younger children, working in the community, selling tickets for a performance, participating in debates

   Recreational Activities – such as reading, listening to music, stamp collecting, participating in sports, working in photography

2. From the interest areas listed above, choose those activities which you have enjoyed outside of school (recreations, hobbies, special projects you've engaged in, jobs you have had, things you've made or done, books you have read for pleasure) and your best subject areas.

3. Judging by your record, which of these interest areas are most appealing to you? why?

4. Which subjects listed in the High School Directory would help you succeed in your interest area?

Outcomes

Students will understand the importance of curricular, co-curricular and extra-curricular activities in broadening their interests, in acquiring new skills and in applying skills acquired in school.

PERSONAL INVENTORY FOR SELF–EVALUATION

My "dream job" is . . . . . .

The job I'll probably have is . . . . . .

because . . . . . .

My parents want me to become . . . . . .

The kinds of work I'm interested in at present are . . . . . .

I think I'd like these occupations because . . . . . .

Other occupations in the same job families which also interest me are . . . . . .

My educational plans are . . . . . .

For the following reasons . . . . . .

My school average is . . . . . .

My best marks are in . . . . . .

My lowest marks are in . . . . . .

My favorite subjects in school are . . . . . .

The subjects I like least are . . . . . .

I believe my special abilities are . . . . . .

Some jobs I've done at home are . . . . . .

Some activities I have enjoyed in school are . . . . . .

Activities I enjoy outside of school include . . . . . .

I'm suited to the occupation of . . . . . .

because of the following: (describe and explain) . . . . . .

Interests: _____

Physical ability _____

Personality: _____

Educational Plans: _____

School Achievement: _____

Topic SELF–ASSESSMENT

Theme WHAT SHOULD YOU KNOW ABOUT YOURSELF IN SETTING CAREER GOALS

Aim To relate career goals to strengths, interests and aspirations.

Suggested Activities

Complete the Personal Inventory. Then, based on your responses to the inventory, circle the occupational clusters most related to your interests and abilities.

Health
Marine Science
Consumer and Homemaking Education
Manufacturing
Marketing and Distribution
Public Service
Agri-Business and Natural Resources
Communications and Media
Transportation
Fine Arts and Humanities
Personal Services
Construction
Environment
Business and Office
Hospitality and Recreation

What courses will you need in high school to achieve your goals?

What courses must you successfully complete to gain entry to the above occupations?

If you were in any one of the occupations listed above, how would you serve your community?

Outcomes

An appreciation of the need to plan for what you want

An understanding of available options

An understanding of the interrelationships between the availability of jobs and the needs of a community

An understanding of the relationship of occupational choice to personal qualities and educational achievement.

Topic SELF–ASSESSMENT

Theme HOW I NOW SEE MYSELF

Aim To understand that one's strengths, talents, and skills must be considered in making one's decisions about the future.

Suggested Activities

Place a check in the appropriate column for each of the following items:

	Superior	Average	Limited
My Physical Characteristics			
Health	☐	☐	☐
Vitality	☐	☐	☐
Strength	☐	☐	☐
Stamina	☐	☐	☐
Appearance	☐	☐	☐
My Social Characteristics			
In making first impressions	☐	☐	☐
In getting along with others	☐	☐	☐
In keeping friends	☐	☐	☐
My Personal Characteristics			
Personality	☐	☐	☐
Character	☐	☐	☐
Perseverance	☐	☐	☐
Ambitions	☐	☐	☐
My Performance Record			
In persuasion	☐	☐	☐
In school work	☐	☐	☐
In making things by hand	☐	☐	☐
In athletics	☐	☐	☐
In the arts	☐	☐	☐
In shopping	☐	☐	☐
In teamwork	☐	☐	☐

Where I Will Be In Ten Years

Where I will live	☐	☐	☐
Jobs I will have	☐	☐	☐
My job advancement plan	☐	☐	☐
My leisure time activity	☐	☐	☐
My family status	☐	☐	☐
My vacation	☐	☐	☐

Discussion:

What do you see as your great strengths? how are you using them? how cou'd you be using them?

How do we discover our talents? our skills?

How do we discover our strengths?

How can we decide what talents to develop? what skills?

What kinds of experiences help us test our talents, skills, etc.?

How can use of our strengths help us close the gap between our hopes and our expectations?

Topic SETTING GOALS

Theme HOW REALISTIC ARE YOUR GOALS

Aim To know enough about ourselves to set our goals.
To understand that we often have other options.

Suggested Activities

SCHOOL PROFILE

a. What school subjects do you

like best _____ _____ _____

do best in _____ _____ _____

dislike most _____ _____ _____

do poorest in _____ _____ _____

b. How do your absences and latenesses affect your school work?

c. Have you noticed any changes in your attitude towards school? since you entered elementary school?
since you entered intermediate or junior high school?

d. What has caused these changes?

e. Do some subjects discourage you from sticking to them?

f. Do you give up on assignments because you don't understand them?

g. Do you read on your own or do you read only when you have to?

h. What are your special interests outside of school? Are they related in any way to your school work?

i. What are your leisure activities? Are they connected to any school subjects or skills?

j. What are the things you do particularly well outside school? Can these strengths help you in school?

k. Do you stick to and finish your work?

l. Will you continue school because you want to or because you are forced to?

FOLLOW–UP

Interference with the achievement of one's goals is sometimes not within our control, *e.g.*, acceptance to certain high schools.

1. What are the events in life which can interfere with achievement of goals?
2. What actions can you take when your original goals cannot be achieved?

Topic SETTING GOALS

Theme TECHNOLOGICAL CHANGES AFFECT OUR LIFESTYLES

Aim To understand that a shortened work day provides for more leisure time.

To identify jobs formerly done by people which are now done by machines: in an office; in the sanitation department; in a factory, etc.

Suggested Activities

Answer the following questions:

1. Can you name any jobs that were once done by people which are now done by machines?
2. What new equipment makes jobs easier for people to do?
3. What are some problems that new inventions might cause people?
4. If a shorter work week is introduced, what plans can people make for the use of extra time? ir recreational activities and second jobs?
5. List some of the new jobs that have been created because of additional leisure time.

Outcomes

Jobs were lost as a result of technological changes but new job openings occurred: *e.g.*, repair men fo machinery; data processers; leisure time activities

Jobs created by leisure time will be identified

Jobs created by new equipment will be identified

Students will identify courses in junior and senior high school which prepare them for entry into the jobs which they have listed above.

Topic SETTING GOALS

Theme TO GET WHAT YOU WANT, YOU MUST PLAN AHEAD

Aim To understand that goals change with age, values, experience, achievement and even failure.

Suggested Activities

Age	Things You Wanted To Do	Things You Wanted to Have	What You Wanted To Be
6			
9			
12			

Outcomes

There are short-term and long-term goals. By charting the following, students will realize that things don't just happen to us. We have a responsibility for getting what we want.

Students will understand that with experience, education and age, interests and aspirations may change.

Topic SETTING GOALS

Theme STRATEGIES TO HELP YOU ATTAIN YOUR GOALS

Aim To understand that present goals are related to long-term goals.

To reinforce self-awareness skills.

Suggested Activities

WORKSHEET: Strategies To Help You Reach Your Goals

What are my goals?	What am I doing now to help me reach my goal? (studies and activities)	How can high school help me reach my goals? (studies and activities)
I. Be an educated person 1. (example) Improve my math skills. 2. _____ 3. _____	1. (example) Attending after-school Homework Helper Program. 2. _____ 3. _____	1. (example) Take math lab. 2. _____ 3. _____
II. Find a job and a career. 1. (example) Be a teacher. 2. _____ 3. _____	1. Tutoring students who have been absent. 2. _____ 3. _____	1. Join the Future Teachers Club: Enroll in Executive Internship Program, volunteer in Summer Playground Program. 2. _____ 3. _____
III. Live in my own apartment. 1. _____ 2. _____ 3. _____	1. Managing my allowance. 2. _____ 3. _____	1. Take home economics courses. 2. _____ 3. _____
IV. Be a good parent. 1. _____ 2. _____ 3. _____	1. Babysitting 2. _____ 3. _____	1. Take a course in family living. 2. _____ 3. _____

What are my goals?	What am I doing now to help me reach my goal? (studies and activities)	How can high school help me reach my goals? (studies and activities)
V. Be an informed, responsible citizen. 1. _____ 2. _____ 3. _____	1. Reading a newspaper daily. 2. _____ 3. _____	1. Join a political club: political science course 2. _____ 3. _____
VI. Be a good athlete. 1. _____ 2. _____ 3. _____	1. Playing ball. 2. _____ 3. _____	1. Take gym electives. 2. _____ 3. _____
VII. Maintain good health. 1. _____ 2. _____ 3. _____	1. Having a physical once a year. 2. _____ 3. _____	1. Study hygiene and nutrition. 2. _____ 3. _____
VIII. Be self-sufficient and a wise consumer. 1. _____ 2. _____ 3. _____	1. Helping my mother with shopping. 2. _____ 3. _____	1. Apply mathematics to the preparation of a budget. 2. _____ 3. _____
IX. Deal with problems and make appropriate choices and decisions. 1. _____ 2. _____ 3. _____	1. Request the opinions of people important to me. 2. _____ 3. _____	1. Join a group guidance program in high school. 2. _____ 3. _____

X. Feel happy and fulfilled (List things you enjoy doing; hobbies, talents). 1. _____ 2. _____ 3. _____	1. Take guitar lessons. 2. _____ 3. _____	1. Study electronic music and join a band. 2. _____ 3. _____
XI. 1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____	1. _____ 2. _____ 3. _____

Follow-up Activities:

1. Are you involved in any activities which will make it more difficult for you to reach your goal? if so, list them.
2. Why are you involved in these activities?
3. How might these activities be handled differently to help you reach your goals?

Topic SETTING GOALS

Theme HOW WELL DO YOU KNOW YOU?

Aim To improve self-awareness through analysis of decision making

Suggested Activities

Label each of the following statements *True* or *False*, and then write, in the space provided, the major reason for the answer given.

a. I'd rather be a farmer than a factory worker. *True* ☐ *False* ☐

Reason: _____

_____

b. I'd rather do construction work than work in a law office. *True* ☐ *False* ☐

Reason: _____

_____

c. I'd rather be a pilot than an engineer. *True* ☐ *False* ☐

Reasons: _____

_____

d. I'd rather be a fireman or a policeman than a bus driver. *True* ☐ *False* ☐

Reasons: _____

_____

e. I'd rather be a top mechanic than manager of a business. *True* ☐ *False* ☐

Reasons: _____

_____

f. I'd rather make less money and be happy with my job, than be unhappy and earn more money. *True* ☐ *False* ☐

Reasons: _____

_____

g. I'd rather be a doctor than the administrator of a hospital. *True* ☐ *False* ☐

Reasons: _____

_____

Discussion:

Why did you make the choices you did? What did you learn about yourself from these choices?

What can you learn about people from the choices they make?

What influenced you in your choices? Would you make the same choices if you had it to do over again?

How does self-understanding help you make more realistic choices in career planning? In selecting a high school course?

Topic SETTING GOALS

Theme THE DECISION–MAKING PROCESS

Aim To understand the steps in problem solving.

To help students understand the processes of personal decision making.

Suggested Activities

Place on the board the following:

Six Steps In Decision Making:

1. Decide on a goal
2. List all alternatives
3. Identify risks and consequences of each alternative
4. Choose alternatives and then plan a course of action
5. Put plan into action
6. Analyze and evaluate results

Students will refer to these points in discussing their own decision-making process.

How do you usually go about making your decision? Do you have a problem-solving style all your own? Describe how you reached the decision to:

a. choose your high school
b. choose your best friend
c. join a club or organization
d. choose your present hobby
e. wear your present hair-style
f. spend your vacation

What factors influenced your decision?

What goals did you have when you made the decision?

Did you achieve your goal?

What were the alternatives?

How much of your decision was based on chance, planning, parental influence, influence of friends, rumors or factors beyond your control?

How would you evaluate your decisions?

Topic SETTING GOALS

Theme LOGIC AND EMOTION IN THE DECISION–MAKING PROCESS

Aim To understand the need for balancing logic and emotion in solving problems.

Suggested Activities

Do you solve problems on the basis of how you feel or on the basis of what you think? Trouble usually comes fast when feelings alone are involved in decision-making. The best decisions are the ones that we reach through hard thinking – with feelings taken into consideration. Do you balance logic and emotions when you face problems, or do you go overboard one way or the other? Take this inventory and find out.

Directions:

Put a check next to the statements that most clearly describe you most of the time in the following situations.

a. When you see a problem coming your way, you

- ☐ 1. push it away, hoping that time will solve it.
- ☐ 2. rush in and try to solve it immediately so that it will not bother you for long.
- ☐ 3. ask for advice.
- ☐ 4. consider alternate solutions.
- ☐ 5. slow down and try to recall what others have done in similar circumstances.
- ☐ 6. worry about it.
- ☐ 7. say that it doesn't matter what you do; what will be will be.

b. When a friend or relative is faced with a problem, you

- ☐ 1. decide to stand by and watch in silence to see what he/she does.
- ☐ 2. begin to worry him/her with all the bad things that could happen.
- ☐ 3. begin to tell him/her all about what happened to you in a similar situation.
- ☐ 4. offer to help him/her find a solution.
- ☐ 5. tell others all about the problem and how messy it is.

c. When you finally reach a decision, you

- ☐ 1. delay taking action because you fear the outcome.
- ☐ 2. take action and make changes as you go along.
- ☐ 3. take action and refuse to think about anything that could be going wrong.
- ☐ 4. ask others for advice even though you know your mind has been made up.

☐ 5. continue to think about the problem, going over the same ground again and again.
☐ 6. become angry with those who have not helped you in your problem.

d. When a decision goes sour, you

☐ 1. find someone else to blame.
☐ 2. say that it is your fault even before all the results are in.
☐ 3. say that it was an impossible situation and no one, but no one, could have done it.
☐ 4. analyze what went wrong.
☐ 5. avoid blaming anyone and then set in motion an action to "do it better."
☐ 6. shrug it off and claim there is nothing you could do about it anyway.

e. What do you do when:

1. you don't understand your homework?

2. you don't know how to start a report?

3. you don't understand a lesson in class?

4. your marks are lower than expected?

5. you don't understand why you have to take a subject you hate?

6. you don't understand the travel directions to reach your part-time job?

Topic SETTING GOALS

Theme DISCUSSION AND PRACTICE IN THE DECISION–MAKING PROCESS

Aim To apply the techniques introduced in the preceding lessons on decision-making to actual situations.

To role play some work situations to analyze employee behavior.

Suggested Activities

1. All of the situations below can be used as a basis for group discussion or for role playing for probable solutions. A student can play different roles in these situations.

   a. If you go to the movies, you don't study for the big test in school tomorrow.

   b. A schoolmate whom you don't know well wants to join your club group.

   c. Your best friend, who is very careless with things, wants to borrow your new skates.

   d. If you take the after-school job, you won't be able to spend the week-ends with your friends.

   e. If you are late once more, the dean will send for you.

   f. You remember on your way to school that you forgot your homework.

   g. Your younger brother asks you for help. He has cut classes and must bring a note signed by his parents to school.

   h. You find out in your 11th year at high school that a foreign language is required for admission to the college course of study you have selected.

   i. You have saved all your earnings to buy your own stereo set. When you get to the store, you find that you don't have enough money. The price went up.

   j. You have just been criticized by your teacher for not doing your homework.

   k. A boy in your class blamed you for getting him into trouble.

Topic SETTING GOALS

Theme DISCUSSION OF PROBLEM–SOLVING TECHNIQUES

Aim To reinforce the previous lessons in decision-making and problem-solving.

Suggested Activities

What recent problems have you faced?

What did you do? in what ways were your actions based on thought, information, anger, jealousy, appreciation, annoyance, sympathy, warmth?

What do you think is the "secret" of your most successful decisions? why? what, if any, restraint or self-discipline did you have to exercise?

Despite all our efforts to resolve a problem in our best interests, we're very often disappointed in the results. Describe one such situation.

How did you react to your disappointment?

What did you do about it?

What would you do, if you faced the same situation again?

What experiences have you had in making decisions in anger? to get revenge? to "cop out?" how did you feel about the results? how did you feel about yourself?

In order to "get along," people sometimes "go along." Can you think of any school situations in which you have gone along with another's decision or plan in order to avoid disapproval?

What were the results in situations in which you were asked to go along

a. at home?
b. with friends?
c. in sports?
d. in a community center?

Topic SETTING GOALS

Theme DECISION–MAKING ALTERNATIVES

Aim To emphasize the evaluation of alternatives in making decisions.

Suggested Activities

One of the most important steps in reaching decisions is the one in which we evaluate alternatives. The more complete the list of possibilities, the better we can direct ourselves. Yet, this is the step that is most frequently omitted or given little attention.

Let's see how you handle the alternatives in five typical moments of decision.

Directions:

Complete each of the following:

a. List three of the alternatives you face in choosing a high school.

1.
2.
3.

What is the main reason for your choice?

b. When your friend asks you to give him your homework so that he can copy it, what are three of the alternatives you have?

1.
2.
3.

What is the main reason for your choice?

c. When your mother insists that you have to do the dishes, but your friends are waiting for you, what are three of the alternatives you have?

1.
2.
3.

What is the main reason for your choice?

you? what you say, and

What is the main reason for your choice?

e. When an after-school job affects your school work, but you want the money, face you?

1.

2.

3.

What would be the main reason for your decision?

Discussion:

1. There are times when we feel boxed in, when we have to go along because we have no alternati

How can we become aware of the alternatives open to us in school? in improving our neighborh in getting or changing jobs?

2. Look at the main reason for each choice you made. What can you learn about yourself from t choices you made?

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Topic GETTING READY FOR HIGH SCHOOL (ORIENTATION)

Theme LEARNING ABOUT THE HIGH SCHOOL YOU WILL ATTEND

Aim To recognize that there are differences between the high schools and the junior high schools or intermediate schools.

To become more familiar with handbooks of various high schools.

To become familiar with the Directory.

Suggested Activities

To answer the following questions, use the *Directory of Public High Schools* and the orientation handbook of the high school which you will attend.

1. Will everyone in my official class have the same program?
2. Will my school hours be the same as they are in junior high school?
3. Will I have any meals in school?
4. Who will help me with my questions about transportation?
5. To whom do I go for help in high school?
6. What is the function of each of the following?
   a. guidance counselor
   b. grade advisor
   c. deans
   d. coordinator of student activities
   e. nurse
   f. college advisor
7. How can I find out about joining a team, a club or a special activity?

Follow-Up Activity:

Match the person with the job description.

1. Assistant Principal (Guidance)
2. Grade Advisor
3. Deans
4. College and Scholarship Advisors

5. Guidance Counselors

6. Employment Counselor

a) Is assigned by the New York State Employment Service. The counselor contacts employers and places students in part-time jobs and full-time employment after graduation.

b) In general, stay with pupil during all high school years. Help with educational planning.

c) Serves as a resource person for the guidance staff.

d) These people enforce school rules and regulations in an effort to maintain the high standards expected of students.

e) The choice of career and of admission to a college or institution of higher learning is of prime importance to the student. There is a wealth of information concerning college course requirements, costs and scholarships, available in the College Advisory Office that this person can offer you.

f) These people assist you in making career plans and serve as a resource in any problems which arise for you in school as well as in the community. They also assist you with any concerns and/or interests which you may have concerning curricular and extracurricular activities.

Topic GETTING READY FOR HIGH SCHOOL (ORIENTATION)

Theme ADJUSTING TO CHANGE IS AN ONGOING PROCESS

Aim To learn about a high school you are interested in.

Major Points:

a) new subjects
b) new classmates
c) new teachers
d) schedules
e) rules and regulations
f) a new way of traveling to school
g) the marking system
h) extracurricular activities
i) sources of assistance (guidance counselor, nurse, etc.)
j) becoming acquainted with a new building

Suggested Activities

I. Draw a map of the neighborhood in which your high school is located. Locate the following on the map:

1. The school building
2. Parks or playgrounds
3. Major bus stops
4. Subway stops
5. Library, etc.

II. After visiting the high school you will attend, draw a floor plan of the school noting:

1. Department offices
2. Principal's office
3. Guidance office
4. Nurse
5. Gym
6. Library
7. Dean's office (if any)
8. Cafeteria

III. Write a letter to a friend describing the high school you are going to. Point out at least five things that are different about this school as compared to your present school.

Topic GETTING READY FOR HIGH SCHOOL **(ORIENTATION)**

Theme MANY COURSES REQUIRED IN HIGH SCHOOL ARE SIMILAR TO THOSE IN JUNIOR HIGH SCHOOL

Aim To understand why the same courses are required in high school.

To identify those subjects which may be new.

Suggested Activities

Language
Physics, Chemistry or Earth Science
11th Year Mathematics
12th Year Mathematics
Departmental Electives
- Social Studies
- Speech
- Art, Music
- Business Areas

Stenography – Typing
Accounting
Marketing Education
Commercial Law
Secretarial Practice
Office Machines
Data Processing
Language
Speech, Art, Music
Social Studies

Industrial Arts (Wood, Metal, Electricity Shops)
Clerical Practice – Typing
Record Keeping
Major Art and other Art Electives
Office Machines
Applied Science
Mechanical Drawing

1. Which of the courses listed above are you familiar with?
2. Identify those which are new to you and find out what you would study in each course.
3. Why are some courses you now study continued in high school?
4. Which of the courses above are needed for a diploma?
5. Each student must have an area of concentration to earn a high school diploma. Which of the courses listed above are related subjects? (example: record keeping and accounting)
6. If you now know a job you would like to have in the future, what subjects will you concentrate on to attain your goal? (*The Directory of Public High Schools* will help you in your answer.)

Topic GETTING READY FOR HIGH SCHOOL (GRADUATING CLASS)

Theme A HIGH SCHOOL STUDENT HAS NEW RESPONSIBILITIES

Aim To understand the personal responsibilities one must assume to complete high school successfully.

Suggested Activities

1. **Major Points to Understand:**

   a. individual programming
   b. choosing elective subjects
   c. meeting graduation requirements
      1. passing BCT, RCT's
   d. attending classes
   e. study periods
   f. traveling to and from school
   g. extracurricular activities
   h. promotion requirements
   i. choosing a three year sequence

2. **Strategies**

Students will read orientation materials prepared by high schools.

Students will interview friends attending the same high school to which they will be going.

Students will learn about diploma requirements from the *Directory of Public High Schools*.

Since you will have so many more responsibilities in high school, why is it so important to learn diploma requirements early? How can you be sure you will have met these requirements by graduation?

Topic THE PURPOSE OF APPLICATIONS

Theme WHY DOES AN EMPLOYER DEMAND AN APPLICATION FROM JOB APPLICANTS?

Aim To understand the importance of a school record in seeking employment.
To identify those traits which are important in both school and work.

Suggested Activities

1. Fill out the application which follows.

2. Below are traits looked for by employers:

Punctuality	Accuracy
Dependability	Integrity
Interest	Leadership
Patience	Assertiveness
Tact	Creativity
Quick thinking	Attention to details
Resourcefulness	Perseverance
Neatness	Ability to get along with others
Ability to take directions	

3. Find the meanings of words with which you are unfamiliar.

4. Which of the qualities above are also important to your success in school?

5. From the list above, choose the five traits in which you rate yourself highest.

6. List the jobs requiring these traits.

OUTCOMES

Students will understand the importance placed on the attainment of a high school diploma.

Students will understand that the qualities sought in an employee are also required for a high school diploma, *e.g.,* good attendance; punctuality; the ability to set and achieve goals; the ability to complete a task; the ability to communicate well, etc.

FOR PRIVATE INDUSTRY

SAMPLE JOB APPLICATION FORM

I. Personal Data

NAME _____ DATE OF BIRTH _____
(first) (middle) (last) (m) (d) (y)

ADDRESS _____
(number) (street)

_____
(city) (state)

TELEPHONE NO _____ SOCIAL SECURITY NUMBER _____

HOBBIES AND INTERESTS _____

II. Education

Education and Training: (circle highest grade completed)		Elementary School 1 2 3 4 5 6 7 8				High School 1 2 3 4	College 1 2 3 4	Other 1 2
Level	Name and Address of School	attended Mo.	Yr.	To Mo.	Yr.	Did you Graduate?	What year?	Course or Degree
Elem.								
JHS								
H.S.								
College								
Other								

Any awards or honors? _____

III. Work Experience (includes summer and part-time work)

Name, address and business of employer – name of supervisor	Monthly Salary	from Employed Mo.	Yr.	to Mo.	Yr.	Title and Duties of your Position	Reason for Leaving
NAME							
ADDRESS							
TYPE OF BUSINESS							
SUPERVISOR							
NAME							
ADDRESS							
TYPE OF BUSINESS							
SUPERVISOR							
NAME							
ADDRESS							
TYPE OF BUSINESS							
SUPERVISOR							

IV. References (List at least three (3))

	NAME	ADDRESS	TELEPHONE	RELATIONSHIP
1.				
2.				
3.				
4.				

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V. Any Additional Information That You Think is Important:

Topic THE PURPOSE OF APPLICATIONS

Theme WHAT INFORMATION IS REQUESTED IN A HIGH SCHOOL APPLICATION? *

Aim To understand what high schools look for in their incoming students.

Suggested Activities

Use a high school application for discussion. Prepare a vocabulary list for specific terminology.

Fill out the application.

Outcomes

Students will understand the importance of their grades in: admission to the high school, class placement, co- and extra-curricular activities.

Students will understand the need for listing alternatives to their first choice schools.

Students will understand how their personal characteristics, attendance patterns, progress are evaluated by the high schools.

Students will understand how the information on the high school application will affect their class placement

*Applications are available from the guidance counselor.

ZONED SCHOOLS AND OPTIONAL PROGRAMS: BACKGROUND INFORMATION

Every address is located within an area, or "zone," which governs the high school a student will attend if he/she is not selected for an educational, vocational, or specialized high school option.

In addition, certain areas, called "Open Admission" or "Choice of Admission" zones, have been created in order to offer additional options, to reduce overcrowding or to offer integration opportunities. Students residing in these areas can file an appropriate application, and possibly be assigned to a school other than their zoned high school. However, students who are eligible for these programs CANNOT BE GUARANTEED assignments to their first-choice school; therefore, additional choices should be as thoughtfully considered, in terms of curriculum desired and travel time involved, as the first choice.

Students living in these "Open Admission" or "Choice of Admissions" areas should obtain the correct form from the guidance counselor and fill it out before the deadline. *Please pay very careful attention to both the curriculum offered and travel involved when choosing schools on these applications.*

If you are in doubt about your zoned school or whether you are eligible for an "Open Admission" or "Choice of Admissions" program, consult the *Directory of Public High Schools,* your guidance counselor, or call the Office of Zoning and Integration at 596-6113.

DEFINITIONS OF WORDS AND TERMS

1. academic —*relating to, or associated with, a school of higher learning*

2. administration —*those persons concerned with the management of a school (principal, assistant principals, department chairpersons)*

3. advanced placement —*a program in which college credit may be given for high school course work pending students passing an advanced placement examination. Some colleges give advanced standing only.*

4. aesthetic arts —*the study of beauty and the judging of the beautiful; the decorative (as opposed to the utilitarian)*

5. After-school Occupational Skills Program —*this program provides employment skills instruction in over 250 trade, industrial, business education, health careers and art courses. No credit is given for this program.*

6. Arista —*school honor society, composed of students with high course work averages; in Greek, this word means "The best."*

7. Basic Academic Courses —*courses in English, Social Studies, Science, and Math needed to complete high school graduation requirements.*

8. bilingual —*expressed in two languages*

9. City-As-School —*an alternative high school which links students with resources throughout the city. These resources include business, civic, cultural and political organizations. Instead of attending classes in one building, students undertake resource-based external learning experiences, for which they receive academic credit toward a high school diploma. Only upper term students are eligible.*

10. College Bound Program —*a special program offered in 24 New York high schools. The goal of the program is to help students improve their reading and mathematical skills and gain admission to college. This program provides small classes, special guidance services, and cultural activities. Usually students enter this program in the tenth grade on recommendation of counselors or teachers.*

11. College Discovery and Development —*a program operated by the Board of Education and the City University in four high schools: Seward Park (Manhattan), Theodore Roosevelt (Bronx), Thomas Jefferson (Brooklyn), and Port Richmond (Staten Island). The program begins in grade ten and helps students from lower income families to improve reading and mathematics skills to enable them to enter the City University. The City University provides special services to the students and staff of the College Discovery and Development Program.*

12. communication arts —*the study and practice of transmitting information*

13. comprehensive —*all inclusive; the comprehensive high schools prepare students for school or work. They offer business training, industrial arts, home economics, career exploration and occupational training. They also have a wide range of extracurricular activities.*

14. computer programming —*setting up a program for the computer*

15. computer science —*the study of how computers work*

16. Coop Program —*Cooperative Education Program. Combines school with practical work experience during the eleventh and twelfth grades for students who are sixteen years of age or older. Students participate in alternate-week or part-time work/study programs.*

17. cosmetology —*the study of beauty treatments for hair, skin and nails*

18. credit —*recognition by the school that you have successfully fulfilled the requirements of a course. In general, most subjects are worth a credit toward the graduation requirements.*

19. cycle —*a shortened term usually lasting 6—8 weeks*

20. dietetics —*study of diet, and how it affects health; this study also includes menu planning*

21. diploma —*a document bearing record of graduation conferred by an educational institution*

22. distributive education —*coupled with MARKETING, this is the study of business organizations, advertising media and sales promotion*

23. educational options —*a three-year sequence of courses with a focus on a career area. Some of the career areas are communications, business careers, computer data processing, oceanography, health services, criminal justice, technical agriculture and others.*

24. elective courses —*a subject that a student chooses to take, rather than one which is required*

25. entrance examinations —*examinations required for admission to special courses and/or school. These examinations may take the form of written tests, interviews, audition, etc.*

26. entrance requirements —*all students must be eligible for promotion to high school in order to be accepted*

27. Executive High School Internship Program —*enables high school juniors and seniors to serve as special assistants to executives in private and public agencies and organizations on a full-time basis for one school term for full academic credit*

28. G.E.D. Program —*this six-month program prepares selected students (those whose classes have already graduated) for the High School Equivalency Examination. If you are admitted and if you pass the test, you will earn a New York State High School Equivalency Diploma which is accepted by many colleges and by the Civil Service as proof of graduation from high school.*

29. graphics —*the making of drawings in accordance with the rules of mathematics, as in engineering or architecture*

30. Homework Helpers Program —*this is a program in which students help their fellow students in subjects in which they are doing poorly*

31. Honor Programs —*many schools have enrichment programs designed to meet the needs of students with outstanding academic ability and achievement*

32. horticulture —*the science or art of cultivating plants*

33. independent study —*in some schools, students may advance in credit or make up credits they need by pursuing a course of study by themselves under the guidance of the department head or designated teacher*

34. mainstreaming —*a term often used to describe programming special education students in regular classes.*

35. millinery —*the profession or business of one who makes, trims, designs or sells women's hats*

36. mini-school —*a program to meet the special needs of students. It is usually housed within the regular school building.*

37. overlapping sessions —*this occurs in schools with more than one session for students. It refers to the time period before one session leaves and after the other session or sessions arrive.*

38. practical arts —*skills acquired through action or practice, rather than through theory. An example is typing.*

39. portfolio —*a collection of artwork prepared by a student, usually in preparation for entrance into a special art program*

40. program card —*an individual schedule which shows a student's classes and where and when the classes meet*

41. PSAT —*Preliminary Scholastic Aptitude Test. This test is given before the Scholastic Aptitude Test to give students an opportunity to see what the test is like and also to assess their own strengths and weaknesses.*

42. RCT —*Regents Competency Tests. These are New York State tests which evaluate competency in reading, writing and mathematics.*

43. required course —*a subject a student must take in order to be eligible for a diploma; a course a student must take in order to take the next class in a sequence*

44. SAT —*Scholastic Aptitude Test. An examination required by some colleges to evaluate student's potential ability to handle college work.*

45. Shared Instruction Program —*students in an academic-comprehensive high school may spend part of their day in a vocational-technical high school to enroll in courses in which they have a special interest, e.g., computer programming, cosmetology, T.V., automotive mechanics, data processing and secretarial studies. These courses will be credited toward the diploma requirement.*

46. SPARK —*this program is designed to help students with special needs to develop problem-solving techniques, especially in areas of drug and alcohol abuse.*

47. Specialized high schools —*there are four specialized high schools: Bronx High School of Science, Brooklyn Technical High School and Stuyvesant High School (the science high schools) and Fiorello H. LaGuardia. LaGuardia has two divisions – Music and Art and the School of Performing Arts.*

48. stanography —*the art or process of writing in shorthand*

49. technical courses —*specialized classes usually based on the industrial or mechanical arts*

50. variance —*in special circumstances of severe personal and/or educational hardship, permission to attend another high school may be considered. Such requests must be accompanied by relevant documents, reports and school material*

51. vocational courses —*train students with special aptitudes for qualification in specific trades or occupations*

52. zoned high school —*this is the comprehensive-academic high school which most students in the junior high school or intermediate school can expect to attend*